

# Grade 5 Sample Test Prompt

## Conventions

Imagine a train that could take you anywhere on Earth! You have a ticket in your hand for a trip that can make stops at three places.

Write a story about what happens from the time you get on the train until it returns to your hometown.

Your writing should:

- Have a story line with clear sequence.
- Use descriptive words and phrases.
- Have well-developed characters.
- Describe the setting.

Remember to edit for spelling, grammar, punctuation, and capitalization.

# AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

## CONVENTIONS

<p><b>6</b></p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• strong control of conventions; manipulation of conventions may occur for stylistic effect.</li> <li>• strong, effective use of punctuation that guides the reader through the text.</li> <li>• correct spelling, even of more difficult words.</li> <li>• paragraph breaks that reinforce the organizational structure.</li> <li>• correct grammar and usage that contribute to clarity and style.</li> <li>• skill in using a wide range of conventions in a sufficiently long and complex piece.</li> <li>• little or no need for editing.</li> </ul>	<p><b>5</b></p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• strong control of conventions.</li> <li>• effective use of punctuation that guides the reader through the text.</li> <li>• correct spelling, even of more difficult words.</li> <li>• paragraph breaks that reinforce the organizational structure.</li> <li>• correct capitalization; errors, if any, are minor.</li> <li>• correct grammar and usage that contribute to clarity and style.</li> <li>• skill in using a wide range of conventions in a sufficiently long and complex piece.</li> <li>• little need for editing.</li> </ul>	<p><b>4</b></p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• control over conventions used, although a wide range is not demonstrated.</li> <li>• correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.</li> <li>• spelling that is usually correct, especially on common words.</li> <li>• basically sound paragraph breaks that reinforce the organizational structure.</li> <li>• correct capitalization; errors, if any, are minor.</li> <li>• occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.</li> <li>• moderate need for editing.</li> </ul>
<p><b>3</b></p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• some control over basic conventions; the text may be too simple to reveal mastery.</li> <li>• end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.</li> <li>• spelling errors that distract the reader; misspelling of common words occurs.</li> <li>• paragraphs that sometimes run together or begin at ineffective places.</li> <li>• capitalization errors.</li> <li>• errors in grammar and usage that do not block meaning but do distract the reader.</li> <li>• significant need for editing.</li> </ul>	<p><b>2</b></p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• little control over basic conventions.</li> <li>• many end-of-sentence punctuation errors; internal punctuation contains frequent errors.</li> <li>• spelling errors that frequently distract the reader; misspelling of common words often occurs.</li> <li>• paragraphs that often run together or begin in ineffective places.</li> <li>• capitalization that is inconsistent or often incorrect.</li> <li>• errors in grammar and usage that interfere with readability and meaning.</li> <li>• substantial need for editing.</li> </ul>	<p><b>1</b></p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• very limited skill in using conventions.</li> <li>• basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.</li> <li>• frequent spelling errors that significantly impair readability.</li> <li>• paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.</li> <li>• capitalization that appears to be random.</li> <li>• a need for extensive editing.</li> </ul>

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**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

I Can by a ticket to go to Florida and have fun with my Friand's name and call and me to Florida. They will have a all of fun a get on the train with me and it is going to be bring we stop a got water we what bak to Florida.

I Can by a Ther ticket to go Texas to meet and to nivit Britta Spora to side in my book and she did and I had a all of fun and I like to Texas all meet Britta a get and I got the thin and we fiet it Texas

I Can b x a Ther tic et to Hawaii go and have a all Form got to go and play with Filmax and I like to with my My Friand han with mom a fun in Hawaii. I like to go with my mom. I will have a all of fun with pins but I am lched ot go to Florida, Texas Hawaii

I Can go and did a Then I n Cret to go bak to ARZon to meet my mom and my Dad

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Go On 

**Score point 1** -- Numerous errors in usage, spelling, capitalization, and punctuation distract the reader. The writer shows very limited skill in using conventions. There are frequent spelling errors that significantly impair readability (Friand's for friend's, What for went, bak for back, and indistinguishable words such as thin, fiet, lched) and a need for extensive editing.

**Writing**—**DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

I get on The train That Can  
Tack me 3 places - anywhere  
On earth. First, I go to Disneyland  
and ride all rides. My list of rides  
1. Indiana Joens 2. Splash Mt.  
3. The Hounted Matchon 4. Thounder  
Mt. Railroad. Thoes are my 4 favoret  
rides. Next stop, Chicago first, see  
The Cuds play. Next go to Six flags  
Last, Navey Peail ride The fairstwiell.  
Last stop, Hawaii lets go Surfing  
after that I'll go Snorkling

**Writing**

FINAL COPY

Then Bild Sand holes. BACK on the  
Train on the way Back  
I watched piritces of the garriden.  
home!

**Score point 2** -- The writer has limited control over basic conventions. Capitalization is inconsistent or often incorrect. Misspelling of common words occur (tack for take, Thoese for these or those, bild for build). There is a substantial need for editing.



**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**A Field Trip on a Train

Once upon there was a girl named . . . She win a ticket to a train. She would stop in three places. She was thinking of what places she will stop on. She thought about it and she said in Los Angeles, Maimi and Alaska. The day arrive. She prepared everything. When she got on the train she said to her self this is going to be fun. They arrive to Los Angeles. In Los Angeles she went to the mall. Also she went to the pool. The driver of the train told her they got to move on. She arrive to maimi in maimi she went to the beach. Then they left to Alaska. When she got in Alaska it was night so she went to a hotel. In

**Writing**

**FINAL COPY**

the morning she went to  
see all Alaska. She went back  
to her house and she told  
her mom all the adventures  
she did. She never stop talking  
again.

**Score point 3** -- The paper shows a limited control of standard writing conventions; however, errors do begin to impede readability. Errors in grammar and usage do not block meaning but do distract the reader ("arrive to" and "What places she will stop on").



**Writing****DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

If I was on a train that could take me anywhere around the planet I would go to Rome first, to see all the wonderful sights, stay in a beautiful hotel. I would probably stay Rome for at least one or two weeks. After seeing all that I can in Rome, I would go to Paris next. In Paris I would go see the Eiffel Tower, eat fancy food and shop at fancy stores for my friends and relatives. I would sleep in fancy hotels for a week or two. After seeing a lot of Paris, I would go to Hawaii. In Hawaii I would get a hammock, tie it to two trees that weren't very far from each other. After tying the hammock to the palm trees, I'd lay down, read a nice book right in front of the ocean. Just like in Rome and Paris, I'd spend a week or two there in Hawaii. After Hawaii, I would want to go to one more place. I would want to go to Spain. I'd go to Spain to eat wonderful food, sleep, shop, and maybe even learn a little bit of their language. After seeing and staying in Rome, Paris, Hawaii, and Spain, I had a great time in all of those wonderful places.



**Writing**

**FINAL COPY**

Being to all those places are really going to let me tell all kinds of stories. On the way back home to San Diego, I'd think of how much I would miss those places. The thing that will keep my memory alive will be the gifts, definitely the food, and the great sights. When I get home, everyone will want to hear the fascinating stories, and after that I'd hand out all of their presents.

**Score point 4 --** Minor errors do not impede readability. The writer has control over conventions used, although a wide range is not demonstrated. The writing demonstrates correct end-of-sentence punctuation, but internal punctuation may sometimes be incorrect. There is only a moderate need for editing.



## Writing

**DIRECTIONS:** Now write your final copy on the following two pages.

### FINAL COPY

#### My Trip

One very lucky day I won a ticket to go on a train that would take me anywhere in the world.

First I went to Arkansas. There I met a Farmer and his chicken, Speedy. The Farmer gave me a speedy chick. I named him Speedy. "All aboard!"

Next I went to Siberia. It is s-so cold there! I went to explore the icy forest. "Roar!" "Ahh!" I screamed. It was a tiger. "Wait!" I implored the tiger. "My name is Tigger. Sorry, you scared me out of my stripes!" "You spared me." "Sorry" we said together. Soon we became best friends. "Bye Tigger. I have to go to the pound before my train leaves!" "Bye I'll miss you!" Then I went and got a husky pup. I named her Nabeeta.

Last I went to Alaska. There I was accepted by a wolf pack. When I had to leave they gave me a wolf pup named Silver. She is so cute! "All aboard!"

Finally I was home!

**Score point 5 --** The writing demonstrates strong use of writing standard conventions. The writer exhibits effective use of punctuation that guides the reader through the text. Errors are so few and minor ("Sorry" we both said together.) that they do not impede readability. Paragraph breaks reinforce the organizational structure.

## Writing

**DIRECTIONS:** Now write your final copy on the following two pages.

### FINAL COPY

#### My World Wide Train Ride

My legs were shaking as I stepped on the train. "Are you nervous?" my sister asked. I hesitated, then nodded. It was my first time traveling without my parents. They had asked me over and over if I was ready for this trip, and I had told them I would be fine. Now, however, I wasn't so sure.

and I sat down next to a young man and his wife. "Are you kids visiting France, Australia, or Brazil?" the man asked us.

"We're going to all three," I told him. "We're stopping for a little while in each one."

After that everyone was silent until we reached our first stop, France. and I hurried off the train and waited by a sign that said "2:00 Tour meeting place." It also said our tour guide's name was Tony. checked her watch and said, "Tony should be here any minute."

"Our first stop will be the Eiffel Tower," Tony said. "Then we will break for lunch and then you will have a free hour to explore before the train leaves for Australia."

Sure enough, the tour went right on schedule. At the Eiffel Tower, Tony told us all about the history of it and showed us some famous paintings of it. Then and I

## Writing

### FINAL COPY

ate lunch and spent the next hour wandering all around Paris. We visited shops, restaurants, and even learned a few phrases in French!

Before we knew it, we were back on the train heading to Australia. We were there in no time.

Again and I stepped off the train. We had four hours free to wander in Australia. We saw koalas, kangaroos, monkeys, birds and so much more! We spent an hour just enjoying the scenery. Then, we headed to the ocean,

decided to rent a snorkel, but I rented scuba gear. We stayed in the ocean for two hours. We spent the last hour on the beach, then headed back to the train.

We drove a few more hours to Brazil. In Brazil, we took a tour of the rainforest. We saw so many animals I can't even name them all! Then we took a boat down the river. The boat stopped right beside our train. Our trip was over.

quickly hurried on the train, but I walked slowly as I thought about everything. I was glad to be going home, but I knew I would miss traveling, too.

"So," said. "How did you like your first World Wide Plane Ride?"

I smiled and said, "Are there tickets available for next weekend?"

**Score point 6 --** The writing demonstrates exceptionally strong control of standard conventions. There is strong, effective use of punctuation, especially in dialogue, that guides the reader through the text. The writer has skill in using a wide range of conventions in a sufficiently long piece. Paragraph breaks reinforce the organizational structure. There is little need for editing.